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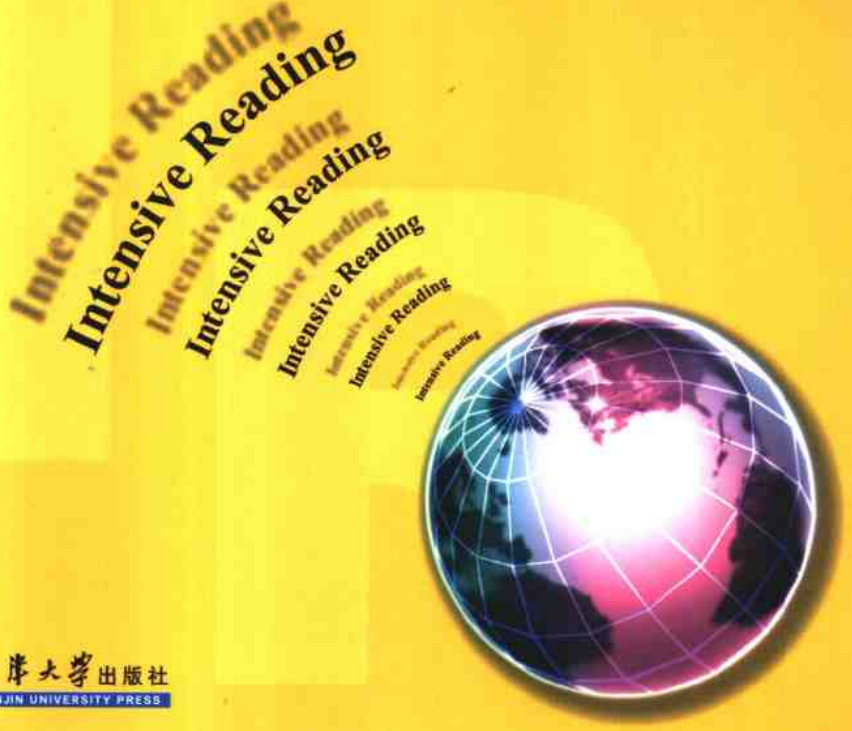
中等专业学校英语系列教程

Intensive Reading II

精读 下

主编 王守廉



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中等专业学校英语系列教程

English Courses Series of
Secondary Vocational Schools

精　读(下)

Intensive Reading Ⅱ

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前言

1992年我们编写出版了《中等专业学校英语系列教程》，这套教程至今在全国中等学校已使用12年，印刷12次，颇受广大师生欢迎。

为了适应新时代的要求，使我国中等职业学校英语教学能有所提高，我们集思广益，在原教程基础上，重新编写出版了《中等专业学校英语系列教程》。

本系列教程从我国中等职业学校英语教学实际出发，力求对各类中等职业学校具通用性，适用于各类中专学生、职业高中学生、高等专科学生以及各类相应水平的业余英语班学生和具有中等英语水平的广大自学者。

本系列教程包含精读(上下册)、泛读(上下册)、听力(上下册)、语法与练习(上下册)四种教程。《精读教程》和《听力教程》均配有清晰的录音磁带。《精读教程》配有教师用书(上下册)，以供教师备课时使用。

本系列的四种教程均有各自的课型特点，自成体系，既可单独使用，又可相互配合，形成一个整体。这样既有利于教学，又有助于学生打好英语基础，提高听、说、读、写、译和自学能力。

本系列教程强调语言的功能意念，强调语言的共核。注意基础、重点词汇和语法结构教学。

本系列教程选材力求做到思想内容健康，语言规范，题材广泛、体裁多样，具有趣味性、知识性和科学性。

使用本系列教程时，应以精读为主，兼顾其他。教学时要从课文内容出发，充分利用课文所提供的语境，着重培养学生的理解能力和运用语言的能力；要着重语意教学，切不可离开上下文孤立地去讲语言点，否则就违背本系列教程的编

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写原则，达不到预期的教学效果。

由于我们水平有限，书中缺点和错误在所难免，希望使用本系列教程的同志们批评指正。

编者

2003.02.10

使用说明

本书是《中等专业学校英语系列教程》的《精读教程》下册，供中等专业学校二年级学生使用，若每周有两学时，可在一年内学完。本书共有15个单元，每个单元分Text A和Text B，书中另附两课复习课。每一单元授课时间约4学时。

每一课由课文、生词、注释、词汇学习和练习等组成。课文均选自近年英美原版书刊，加以改变或删节。题材多样，内容丰富，思想健康，有一定的可读性。讲解课文时，要从语篇内容着眼，对某些常用词汇的用法应根据上下文进行分析讲解，要避免那种离开课文所提供的语境，只讲语言点，逐字逐句翻译课文的教学法。

各课前的导言说明课文的主旨，帮助学生从整体上把握课文。各课后的注释(Notes)对有关的背景知识、作者简介和一些难点略加说明，供学生在预习时参考。

各单元Text A后的练习(Study and Practice)内容如下。

(1)朗读和背诵(Reading Aloud and Reciting)：要求学生逐步掌握各种基本句型的语调、句子重音和意群划分。

(2)课文理解(UnderstandingtheText)：帮助学生

较深刻地理解课文思想内容，提高口头和书面表达能力。

(3)词汇练习(Vocabulary)：帮助学生加深和巩固课文中所学的常用词和词组用法的掌握。

(4)语法结构(Structure)：帮助学生学习和掌握课文中出现的一些常用句型，提高口头和书面表达能力。

(5)完型填空(Cloze)：帮助学生提高运用语言的综合能力。这一练习难度较大，教师应予以启发引导。

(6)构词法(Word Building)：帮助学生掌握常见的构词法、扩大词汇量，提高阅读能力。

(7)翻译(Translation)：进一步帮助学生练习课文中出现的一些常用词、词组和句型，以提高表达能力

各课的 Text B 在教师的指导下，供学生自学以提高阅读理解能力和技巧。

根据英语是实践课而不是理论课这个原则，练习量设计得较大，教师可根据学生的具体情况有选择地处理，也可要求学生在课下完成，教师在课堂上进行检查。

为了帮助学生通过实践潜移默化地掌握语法结构，本书没有专门安排学习语法项目，这并不意味着忽视基础语法教学。每课的重点语法项目与《语法与练习》上册大体相呼应，教师可根据学生具体情况有选择地讲解。

Contents

Unit 1

Text A

Why do we praise Galileo and call him one of the founders of modern science? After reading the following text, you will probably get some ideas of it. Besides, you will get to know what qualities a scientist should possess — to seek truth from facts ...

Galileo and Aristotle

About 2,300 years ago, there lived in Greece a great thinker named Aristotle. He observed that feathers fell to the ground slowly, while stones fell much faster. He thought it over carefully and concluded that heavy objects always fell faster than light ones. His conclusion certainly sounded reasonable. But we now know that it is not true.

In those days people seldom did experiments to test their ideas. When they observed anything that happened, they thought about it and then drew a conclusion. Once Aristotle had made up his mind that heavy objects always fell faster than light objects, he taught it as a truth to his students. And because he was Aristotle, the great thinker, no one questioned his idea for almost 2,000 years.

Then, almost 400 years ago, an Italian scientist named Galileo began to question Aristotle's theory of falling objects. He was not ready to believe something just because Aristotle said so. He decided to do some experiments to test Aristotle's theory.

Galileo lived in the city of Pisa, where there is a leaning tower about 180

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feet high. From the top of the tower Galileo dropped a light ball and a heavy ball at exactly the same time. They both fell at about the same speed and hit the ground together. He tried the experiment again and again. Every time he got the same result. At last, he decided that he had found the truth about falling objects. As we know now, heavy objects and light objects fall at the same speed unless air holds them back. A feather falls slower than a stone only because the air holds the feather back more than it does to the stone.

When Galileo told people of his discovery, no one would believe him. But Galileo was not discouraged. He went on doing experiments to test the truth of other old ideas. He built a telescope through which he could study the skies. He collected facts that proved the earth and all the other planets move around the sun.

Today we praise Galileo and call him one of the founders of modern science. He observed things carefully and never took anything for granted. Instead, he did experiments to test and prove an idea before he was ready to accept it.

An interesting experiment was done on the moon in July, 1971. One of the US astronauts who made the first deep space walk on the moon dropped a hammer and a feather together. They both landed on the surface of the moon at the same time. This experiment proved that Galileo's theory of falling objects is true.

New Words

observe [əb'zɜːv] *vt*. 观察
conclude [kən'kluːd] *vt*. 推论出
object ['ɔbdʒikt] *n*. 物体,实物
sound [saund] *adj*. 健全的 *n*. 声音 *vi*. 听起来像
reasonable ['riːzənəbl] *adj*. 有道理的,明智的
question ['kwestʃən] *vt*. (对……)提出疑问

hit [hit] *n.* & *vt.* 撞,击中
telescope ['teliskəup] *n.* 望远镜
founder ['faundə] *n.* 创建者
hammer ['hæmə] *n.* 锤子

Phrases and Expressions

think over 仔细考虑
draw a conclusion 得出结论
again and again 再三,反复
hold back 阻止,抑制
take ... for granted 认为……想当然(是正确的)

Proper Names

Galileo [ˌgæli'leiəu] *n.* 迦俐略(意大利的天文学家)
Aristotle ['æristɔtl] *n.* 亚里士多德(希腊的大哲学家)
Greece [gri:s] *n.* 希腊(国家)
Pisa ['pi:zə] *n.* 比萨(意大利一城市)

Notes

1. Once Aristotle had made up his mind that heavy objects always fell faster than light objects, he taught it as a truth to his students. 一旦亚里士多德认定重物体落得比轻物体快,就把它作为真理教给他的学生。
once 在这里是连词,意思是"一旦……,(就)……"。又如:
Once you see him, you will never forget him. 你一旦见到他,你就永远忘不了他。
that 引导的从句是短语动词 made up his mind 的宾语。
as a truth 中的 as 是介词,意思是"作为"。这个介词短语作状语,修

饰 taught。

2. Aristotle's theory of falling objects 亚里士多德的落体学说(即关于"物体落下的速度和质量成比例"的学说)

3. An interesting experiment was done on the moon in July, 1971.
1971 年 7 月,在月球上进行了一项有趣的实验。
这里指的是美国阿波罗 15 号太空船于 1971 年 7 月 26 日登上月球两名宇航员在月球上停留了 66 小时 55 分钟

Study & Practice

Ⅰ. Reading Aloud

Read the following paragraph, paying special attention to sense groups, the sentence stress and intonation, and then translate and recite it:

Galileo lived in the city of Pisa, where there is a leaning tower about 180 feet high. From the top of the tower Galileo dropped a light ball and a heavy ball at exactly the same time. They both fell at about the same speed and hit the ground together. He tried the experiment again and again. Every time he got the same result. At last, he decided that he had found the truth about falling objects. As we know now, heavy objects and light objects fall at the same speed unless air holds them back. A feather falls slower than a stone only because the air holds the feather back more than it does to the stone.

Ⅱ. Understanding the Text

1. Choose the best answer for each of the following:

1) Why did no one question Aristotle's idea for almost 2,000 years?

A. Because his idea is a truth.

B. Because his idea sounds reasonable.

C. Because he was a great thinker.

D. Because he did experiment to test his idea.

2) Why doesn't a feather fall at the same speed as a stone?

A. Because a feather is lighter than a stone is.

B. Because a feather is held back by the air, while the stone isn't.

C. Because heavy objects fall faster than light ones.

D. Because the air holds a feather back more than it does to a stone.

3) Which of the following statements is true?

A. About 2,300 years ago, people always did experiments to test their ideas.

B. No one questioned Aristotle's theory for almost 1,000 years.

C. About 4,000 years ago, Galileo, a Greek scientist did some experiments to test Aristotle's idea.

D. Galileo dropped a heavy ball and a light ball at exactly the same time from the top of the 180 feet high leaning tower of Pisa.

4) Which of the following statements is NOT true?

A. The two balls Galileo dropped fell to the ground at the same speed.

B. When Galileo told people of his discovery, everybody praised him.

C. Today we praised Galileo, because he not only observed things carefully, but also did experiments to test and prove an idea.

D. The experiment done by the two Americans on the moon in 1971 proved the validity (正确性) of Galileo's theory of falling objects.

5) What is the author's tone in this article?

A. Objective. B. Subjective. C. Sarcastic. D. Humorous.

2. Answer the following questions:

1) What was Aristotle's idea about falling objects?

2) Why did Galileo decide to test Aristotle's theory?

3) How did Galileo prove his theory of falling objects?

4) What were the other old ideas that Galileo broke through his observation?

5) What interesting experiment was done in July, 1971 on the moon?

3. Write down the answers to the above and retell the text.

Ⅲ. Vocabulary

1. Fill in the blanks with the words or expressions given below. Change the forms where necessary:

draw a conclusion,	make up one's mind,	think ... over
take ... for granted,	prove, land,	hold ... back

1) The spaceship, if in condition, _ __ __ in the sea this morning.

2) Nothing could __ ___ the wheels of history.

3) If you _____, be sure to insist on trying again and again.

4) Please _____ the plan _____ and let me know your decision.

5) If the weather forecast(预报)__ ____ _ accurate tomorrow, we could have a nice picnic.

6) It was difficult to _____ from the discussion.

7) Don't _ _____ it _____ that you are always right.

2. Replace the underlined parts in the following sentences with words or expressions from the texts:

1) Watch what I do and learn it.

2) This is a theory that turned out impractical in practice.

3) His explanation seemed to be all right.

4) He stroke the ball with the bat.

5) They agreed upon a fair price of the car transaction.

6) The boss was unable to keep back his anger any longer.

Ⅳ. Structure

1. **So** is used after a number of words to avoid repeating an idea that

has already been expressed. It acts as a substitute for a that-clause. The commonest of these verbs are *say*, *tell*, *seem*, *hope*, *believe*, *imagine*, *suppose*, *guess*, *think*, etc. For example:

He was ill but did not seem so.

You're going to be the next monitor. Everybody says so.

Complete the following sentences by translating the Chinese into English, using **so** appropriately:

1)"Do you think we'll have a nice weather today?" "_____." (我希望如此。)

2)"Did you get lost in the mountain?" "_____." (恐怕是的。)

3)"Is that Mr. Johnson?" "_____." (是,我想是的。)

4)"You've got to have your car cleaned." "_____?" (谁这样说的?)

5)"I thought her so nice and sincere." "_____." (我不这样认为。)

A structure is possible with **so at the beginning of a clause, with** *say*, *hear*, *understand*, *tell*, *believe*, *be* and a number of other verbs. The structure is not used with the verbs *think*, *hope or suppose*. For example:

"***Lucy is getting married.***" "***Yes, so I had...***"

Complete the following sentences by translating the Chinese into English, using **so** appropriately:

6)"It was cold yesterday." "_____." (的确如此。)

7)"I like hard chairs." "_____." (我也是。)

8)"The teacher is ill." "_____." (我明白了。)

9)"I'd made up my mind." "_____." (我也如此。)

10)"I trust Tom completely." "_____." (认识他的任何人都会的。)

2. Combine the two sentences of each of the following items into one with an attributive clause:

1) It is known to everyone. The earth goes around the sun.

2) At this time he was trying to make a device. The device will fly.

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